

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Green Park School
Number of pupils in school	143 Pupils on Roll 120 Pupils excluding EYS & Post 16 Pupils (not included for PPG Purposes)
Proportion (%) of pupil premium eligible pupils	Excluding EYFS and Pos16- 71 Pupils are in receipt of pupil premium 58% DfE data, school data is 61% (could change next census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025, 2025/2026 to 2026/2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Lorraine Dawney, Headteacher
Pupil premium lead	Katie Morley (Pupil Progress Leader)
Governor / Trustee lead	Linda Guest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£87,930

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality teaching and learning strategies is available to all. All Pupils who are in receipt of Pupil Premium will receive a targeted intervention this will either be outside of the classroom for specialised interventions (Rebound, creativity, Inclusive, RSE and Lego) or within the classroom environments for reading, massage, and intensive interaction- this is to prevent curriculum narrowing.

Our strategy is integral to a knowledge rich curriculum to ensure Pupils reach their potential, which will be assessed through progress towards their learning passports, curriculum pathway and EHCP's.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood, learning for life.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	There needs to be a wide range of specialised interventions that reflect the diverse needs of Pupils that are tracked for their impact and effectiveness across school. Interventions need to be reviewed if not having the maximum impact.

2	The changing profile of pupils and the formal learners' pathways need challenge the current cohort of Pupils and ensure that we offer an ambitious knowledge rich curriculum for all learners.
3	Physical sensory and medical needs is the area of learning that fewer Pupils are achieving their end of key stage targets.
4	Financial restraints are resulting in reduced staffing to run 1:1 interventions therefore we have had review our offer without impacting on pupil's entitlement.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly	Our assessment system is effective in tracking pupil's outcomes and Key performance indicators act as milestones for measuring progress. The success criteria for the new system is realistic and achievable.
Interventions are identified for each pupil in receipt of pupil premium each term to support their personalised progress to close the attainment gap.	To ensure pupils 'catch up' and meet at least expected progress rates predicted for their End of Key stage goals.
To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.	Each pupils 'All about me' profile identifies personal strategies. Resources to meet these strategies are in place and appropriate CPD underpins their delivery. These strategies are supported by moderated evidence in the Evidence for Learning app.
To ensure that PP Pupils get high quality teaching within class, only to be removed for specialised interventions.	Each PP student will have an equitable education and have access to a broad and balanced curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium ~~(and recovery premium funding)~~ **this academic year** to address the challenges listed above.

- Highlighted in green are actions that we have achieved.
- Highlighted in yellow are activities that are in progress.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £94,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The assessment system is effective in tracking pupil's outcomes by</p> <ul style="list-style-type: none"> a) Inset on use of new App features and agreeing pathways for new pupils – September 24, staff meetings termly to moderate the EFL APP (Pupil progress to lead moderation 3 times per year in staff meeting) b) Pupil progress lead to lead CPD to all teachers to ensure intervention targets set on app are going to ensure pupils make progress. c) HLTA to input intervention data December 2024, April 2025 and July 2025 (One morning) d) Pupil progress lead to analyse intervention data and measure impact of pupil progress (3 mornings) e) Pupil progress lead to feedback to area of need team and adjust interventions accordingly to pupil progress. (1 morning) f) Assistant head to timetable interventions for, and Autumn 2024, Spring 25 and Summer 2025 	<p>Learning passports are tracked term by term with precision with a focus on pupils overcoming barriers to learning.</p> <p>Spring 2024 data shows that Pupil premium pupils are achieving the same as their non pupil premium peers there is no significant gap with non-pupil premium pupils. With on average 90% of pupil premium Pupils on track to reach their end of term predictions- all of these Pupils have a 4 week targeted intervention to improve outcomes which will reviewed termly during pupil progress meetings.</p>	<p>1, 2,3, 4</p>

<p>term based on data from previous term (3 mornings)</p> <p>h) 6 week baseline for all new pupils to be completed- 9 new pupils.</p> <p>i) Termly assessment updates underpinned by moderation.</p> <p>j) Learning passports are tracked Oct, Feb, June and pupil progress meetings identify pupils who need additional support (termly meeting)</p> <p>k) Termly pupil progress review meetings to identify how to close the gap and interventions needed.</p> <p>l) All app evidence shared at review meetings and reports submitted to the HUB for LA monitoring</p> <p>m) EFL evidence shared with parents termly.</p> <p>n) Parent workshop to be held to help parents use the app (pupil progress lead 1 morning)</p> <p>Leaders to be paired with teachers</p> <p>In class interventions 1:1 Reading</p> <p>Massage</p>	<p>To allow for high quality teaching in the classroom and expertise to team with less experienced members of staff.</p> <p><i>Pupils to be offered 1:1 reading to provide opportunities to be heard by an adult read as research shows that DA have less access to reading materials at home.</i></p> <p><i>Pupils to relax muscles, show higher levels of engagement, express likes and dislikes.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creativity with Rob Craner (music LSA) 1 afternoon per week. Plus 5 Level 1 TA's. Plus 15 minutes at the end of the day for TA and Teacher to discuss impact of the intervention.</p> <p>Inclusic SLA 1 afternoon per week plus 10 level 1 TA's for the follow up feedback session to look at engagement scales to measure levels of engagement during the intervention.</p> <p>Rebound Therapy -1 morning plus lunch time - 2 level 3 TA's for half of the year (term a of each term). TA feedback session 15 minutes per student per half term to discuss impact with teacher.</p> <p>Lego therapy 1 afternoon per week lead by a level 3 TA. TA feedback session per student per half term to discuss impact with teacher.</p>	<p>Gives Pupils from disadvantaged backgrounds the opportunity to take part in creative arts and learn to play musical instruments.</p> <p>Pupils with Profound and Multiple learning difficulties who in pupil progress meeting have been difficult to engage in curriculum activities. Music provided by an external provider allows Pupils to use all of their senses and engage in a bespoke curriculum.</p> <p>Rebound therapy has a real impact on individual pupils but trainers are required to support a consistent offer.</p> <p>Enables Pupils to communicate with peers outside of the classroom, form relationships with different peers.</p>	<p>1,2 and 3</p>

<p>Laches Outdoor Pursuits intervention (Autumn 2025) – 2 full day assistant psychologist to lead, costings of Laches Wood, Transport plus 7 support staff.</p>	<p>Enables Pupils to develop their physical skills through taking part in a range of outdoor pursuit activities. Can help some Pupils with difficulty regulating their emotions a calm space outside of the classroom to engage. Also has impact back on the classroom when Pupils who have difficulty regulating are not in class.</p>	
<p>Cool kids extended - support for physical aids in classrooms for Sensory circuits Assistant psychologist to lead 40 mins 5 days per week.</p>	<p>Some staff are aware of cool kids benefits, it sometimes gets forgotten or the purpose is not specific – e.g., no fine motor focus.</p>	
<p>RSE intervention/ books beyond words lead by SRE leads 2 Level 3 TA's 1 day per week ½ a year Further texts also need to be purchased to ensure Pupils have fresh and engaging materials to work from</p>	<p>Evidence based research shows reading underpins the rest of the curriculum. Due to the learning needs of Pupils at Green Park School many of our Pupils cannot access conventional texts to support understand of RSE issues. BBW provides an alternative to allow Pupils to understand emotions and scenario's they may be facing in an inclusive manner.</p>	
<p>Intervention learning walks carried out by AON team and or pupil progress lead (6 mornings per year by a leader)</p>	<p>Quality assures the interventions Pupils are being offered.</p>	
<p>Teachers meeting to train staff on how to track progress of new interventions</p>	<p>Measure impact and identify any CPD needs.</p>	
<p><i>Provision to maintain successful interventions, i.e Lego Therapy, cooking</i></p>		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital programme in place and offered to all class groups to support functional application of curriculum- cultural capital is identified on Knowledge planners (planned for by teachers during PPA 15 mins per weekly by how many teachers).</p> <p>Offsite curriculum for older pupils and support to prepare for life beyond school Yr10 & Yr11 supported by Yr14</p> <p>EVC (1 morning per week to support teachers plan for offsite visits)</p> <p>Wellbeing programmes in place for all pupils.</p> <p>Student council and voice of learners - links to community projects and Pupil Voice book.</p>	<p>Preparing for life after Green Park : Work related learning across school e.g. litter picking, recycling, cleaning/tidying, helping at lunch times, buddy system, giving resource/letters out, looking after school rabbits, putting equipment away, library support allows pupils to have a sense of purpose in the wider school community.</p> <p>Pupils from disadvantaged backgrounds are less likely to access places in the community, therefore school need to provide them with offsite opportunities to prepare them for when they leave school</p> <p>Review of offsite visits and planning to ensure confidence after</p> <p>Role of Youth Mental health First Aider and a special themed events – (half of Well Being Budget)</p> <p>Promoting the role of Youth Mental Health First Aiders in school and use of ELSA. Securing a Senior Mental health first aider and supporting special themed events for well being</p> <p>Ensuring the voice of learners if heard and listened too.</p>	<p>1, 2, 3 and 4.</p>

<p>Older pupils buddy scheme and WEX across school.</p> <p>Moving and Handling pupil supporters in place however more Pupils need to be trained as many of the previous cohort have now left Green Park School- 1 moving and handling trainer for 1 weeks training</p> <p>Several Pupils and their parents are EAL- In order to improve parent partnerships, especially those in receipt of P.P app to be purchased to translate letters and enable telephone conversations- cost admin time to translate letters, teacher time for calls</p>	<p>Gives Pupils a sense of responsibility to help others. Also gives children with significant health needs to opportunity to access outdoors and other areas of school more frequently.</p> <p>Teacher need to be trained</p>	
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Total budgeted cost: £146,382

Governors contribute a significant amount of Budget Share to the provision of Pupil Premium outcomes

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly.

Pupil's progress data was collected termly to ensure PP were on track to achieve 80% their EHCP outcomes by the end of their key stage. Where pupils were not on track interventions were put in place during pupil progress meetings to close the gap. Spring

All pupils, including PP pupils have half termly learning passports set to ensure that EHCP outcomes are broken down into achievable steps to meet individual needs. When pupils were below expectations an intervention was identified in pupil progress meetings and those pupils were within, on track or above target the next term. Pupil premium pupils achieved 83% of their learning passports during spring- summer 2024, this has increased from last year. Spring 2024 data collection have shown that 84% of pupil premium Pupils are on track to achieve their end of key stage targets and that there are no differences in Pupils performance.

Interventions are identified for each pupil each term to support their personalised progress and matched to an intervention where needed.

Over the Spring 2024, 80 interventions took place regularly. These interventions were food technology, rebound RSE, Inclusic, massage, lego therapy and reading.

Pupils were identified for interventions through either having an attainment gap in 1 or more area of learning or are in receipt of pupil premium.

Some Pupils received more than one intervention if the need for multiple interventions was identified in pupil progress meetings.

Weekly food technology sessions which were broken down into desensitisation, skills and project to reflect the diverse needs of pupils, was the most successful intervention in terms of the number of pupils who secured their target set in pupil progress meeting, therefore the TA 3 leading this intervention is now having blocks of time to allow more Pupils to access this intervention.

To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.

Pupil access to AAC and strategies improved. Whole class communication iPads - 16 iPads requested with licenses for programme (programmes to suit all learning styles): My Choice Pad, Sounding Board, choice board creator, Typing Tots, Help Kidz Learn.

There are currently 62 PP pupils who need personal access to a communication iPad. Improved access to Eye gaze using smart box technology. All TA's now have an iPad with these apps on which ensure the pupils voice is carried with them when accessing other areas of school. Many strategies are proving effective and parent communication workshops took place in the summer term.

Externally provided programmes

Programme	Provider
Inclusic	Inclusic
Music	Wolverhampton Music Service
Laches Wood	Entrust

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Off site swimming which enables Pupils to become familiar with activities outside of Green Park and improve their overall Health and Fitness
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.
- Duke of Edinburgh awards enable Pupils to receive nationally recognised qualification
- School shop provides Pupils with work experience opportunities.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. For instance food technology is better timetabled for teachers to lead the session to ensure pupils work on a wide range of life skills within the session (High Quality teaching). We have looked at ways in which we can refine our tracking of the impact of interventions which has been successful. Laches wood was a very successful intervention we have therefore increased this to a two day offer to enable more Pupils to access the intervention for academic year 2024-2025.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND.

Pupil Progress Lead has undertaken a National college course in order to ensure P.P budgets are spent appropriately having the maximum impact on pupil progress.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff; all leaders are to be paired with a non leader staff including ECT's to ensue high quality teaching for Pupils in receipt of pupil premium.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.